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NEW MEXICO NORMAL UNIVERSITY BULLETIN

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**FOURTEENTH
ANNUAL CATALOGUE
1910-1911**

**ANNOUNCEMENTS
1911-1912**

**PUBLISHED BY THE NEW MEXICO NORMAL UNIVERSITY IN
JANUARY, APRIL, JUNE AND AUGUST**

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NEW MEXICO NORMAL UNIVERSITY BULLETIN

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UNIVERSITY OF INDIANA

FOURTEENTH
ANNUAL CATALOGUE
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ANNOUNCEMENTS
1911-1912

1911
THE OPTIC PUBLISHING COMPANY
East Las Vegas, N. M.

CALENDAR FOR 1911-12

September 5, Tuesday.....	Registration
September 6, Wednesday.....	Class work begins
September 29, Friday.....	Local oratorical contest
November 2 and 3, Thursday and Friday..	The Normal University teachers will attend the State Teachers' Association at Santa Fe
November 21 and 22, Tuesday and Wednesday.....	Examinations
November 23 and 24, Thursday and Friday.....	Vacation
November 27, Monday.....	Registration
November 28, Tuesday.....	Class work begins
December 5 to 9, Tuesday to Saturday.....	Art Exhibit
December 15.....	The Dress Rehearsal
December 16 to January 2.....	Vacation
February 29 and March 1, Thursday and Friday.....	Examinations
March 31 to April 6.....	Vacation
May 10, Friday.....	May Day
May 26, Sunday.....	Baccalaureate Service
May 27, Monday.....	Eighth Grade Graduation
May 28, Tuesday.....	Preliminary oratorical contest
May 29, Wednesday.....	Class Day
May 30, Thursday.....	Commencement

Summer School, 1912

June 4, Tuesday.....	Registration
July 26 and 27, Friday and Saturday.....	
.....	Examinations for Teachers Certificates
September 5, Tuesday.....	Registration for Fall Term, 1912

BOARD OF REGENTS

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 THE HONORABLE MILLARD W. BROWNE, Secretary.
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FACULTY

NORMAL AND ACADEMY.

FRANK H. H. ROBERTS, A. M., Ph. D., President and Professor of Sociology and History.

B. Ped. and B. Ph., Ohio University; A. M., Kenyon; Ph. D., University of Denver; Ohio High School Life Certificate; Fifteen years' experience in public schools as Teacher, Principal of High School and Superintendent of Schools; Principal of the Wyoming State Normal; Professor of Education, University of Wyoming; Professor of History, University of Denver; Secretary of State Board of School Examiners, Wyoming.

FRANK CARROON, A. M., Dean and Professor of Psychology and Education.

Graduate of Indiana State Normal School; A. B., University of Indiana; A. M., University of Denver; Head of Department of English, Columbus, Indiana, High School; Teacher of English in Roswell High School; Indiana State Life Certificate and Territorial Life Certificate.

ANTONIO LUCEÑO, Professor of Spanish.

College of the Sacred Heart, Las Vegas; Instructor Las Vegas High School; Instructor in private classes for fifteen years; Court Interpreter fourteen years.

MARGUERITE CLUXTON, Teacher of Instrumental Music.

Honor Student and Graduate of Loretto Heights Academy, Denver.

MILDRED HORNBEIN, A. M., Assistant in History and English.

A. B. and A. M., University of Denver and Assistant to the Professor of History, University of Denver.

JOHN C. BAKER, B. S., Professor of Science.

B. S., Upper Iowa University; Principal High School, Michigan, North Dakota; Principal of Schools, Emerado, North Dakota; Instructor in Science and Physical Director, Upper Iowa University.

LIVA LICHTY, Professor of Art and Music.

Graduate of the University School of Music, Lincoln, Nebraska; and Student of the University of Nebraska; Instructor in Junior Normal, Geneva; and Supervisor of Music and Art, Alliance, Nebraska.

OTTWAY C. ZINGG, M. Pd., Director of Manual Training and Assistant in Education.

B. Pd. and M. Pd., Colorado State Normal School; Graduate Western Normal College of Iowa; Student University of New Mexico; Disciplinary Teller Institute; Public School Principal and Teacher for Eight Years.

IDA KRUSE McFARLANE, A. M., Professor of Manners and Special Lecturer.

A. B. and A. M., Vassar; Graduate of the National Dramatic Conservatory of New York City and Mary Lowe Dickinson Professor of English, University of Denver.

CORNELIA KIMBALL MURRAY, B. Pd., Critic Teacher Fifth and Sixth Grades.**ANNE GEORGE, Associate Professor of Household Science and Arts.**

Graduate and Post-Graduate Student of College of Industrial Arts; Student Columbia University and Teacher of Industrial Arts, El Paso public schools.

FRANCIS E. KELLY, B. S., Professor of Mathematics.

Graduate Oshkosh Normal, English and Science Four Year Course; Wisconsin Life Certificate; Principal of Schools for Eight Years, and Professor of Mathematics Routt College, Three Years, and B. S., Routt College.

MAY ROSS, Instructor in Oratory.

Graduate N. M. N. U. and Graduate and Post-Graduate of the Emerson College of Oratory; Head of Department of Oratory and Instructor of English, University of New Mexico Three Years.

ANNA J. RIEVE, Critic Teacher, Seventh and Eighth Grades.

Graduate of San Jose Normal; Teacher in Schools of Baltimore Eighteen Years; Principal of the Schools of Las Vegas Seven Years; Student Johns Hopkins University.

ARTHUR H. VAN HORNE, A. B., Professor of Latin.

A. B., University of Michigan; Teacher in public high schools of Michigan eleven years Holds a State Life Certificate in Michigan.

BESSIE WATT. Ph. B., Critic Teacher, First and Second Grade.

Ph. B., Baker University; Post-Graduate Student Chicago University; Kansas State life and Normal Institute Instructor's Certificates. Nine years teacher in public schools of Kansas.

ESTHER MANGAN, A. B., Critic Teacher, Third and Fourth Grade.

Graduate of Black River Falls Normal School, Wisconsin, 1904; A. B., University of Michigan 1911. Teacher and Principal of Public Schools Six Years.

MRS. MABEL E. HALL, Matron of La Casa de Ramona.

Graduate of American Conservatory of Music; in Charge of the Home and Education Department, Denver Woman's Club, three Years.

General Information

HISTORY OF THE INSTITUTION.

The New Mexico Normal University was created by an act of the territorial legislature in 1893 under the name of the "New Mexico Normal School at Las Vegas." The building was not ready for school work to begin until October 3, 1898. On that date President Edgar L. Hewett and a faculty of four members began with an enrollment of 93 students. In 1899 the legislature changed the name to "The New Mexico Normal University" because it was decided to enlarge the scope of work done by the institution. In pursuance of this plan a manual training department and a kindergarten were added, later a domestic science department, a kindergarten training department and a sub-normal department were also added. With the exception of the small amount collected from the nominal tuition fee in certain departments, the Normal University is maintained wholly by funds appropriated by the legislature. The institution has an endowment of 50,000 acres of public land, the proceeds from the rental of which are used for maintenance, while receipts from the sale of lands are used for permanent improvements. So far little has been realized from this land.

PURPOSE.

The primary purpose of the New Mexico Normal University is the training of teachers for the public schools of this Territory. It offers a variety of courses to meet the needs of various classes of persons: First, high school graduates who wish a full course of professional instruction and training fully equivalent to that of the best Eastern normal schools; Second, persons who have not had the full high school course, and who desire academic work of high school grade in preparation for advanced normal work, or for college; Third, those who are unable to spend the time required for a full normal course, and who wish to prepare for county teachers' examination; Fourth, those who wish work in the common branches and especially in the English language as a preparation for teaching in the rural schools.

Those who are preparing to teach must not only take a strong course in preparation for the work, but must do actual teaching under the supervision of the faculty, and have their work criticised by a competent critic teacher.

STANDING OF THE INSTITUTION.

Graduates from the academic department of the Normal University are admitted without examination to some of the best universities in the country. A diploma from the normal department is recognized by the State Board of Education of California and a large number of other States, that is, the holder of such a diploma receives a certificate to teach in California and other states without examination. No doubt the rather extensive work done along professional lines by the students of this institution accounts for the recognition which California has given. Along these particular lines more work is offered here than is offered in many of the Eastern state normal schools.

DEPARTMENTS*

Normal and academic: Reference has been made to the normal department, which is designed to give professional training to those who expect to teach, and also to the academic department which is preparatory to the normal department.

Manual Training: In the manual training department an effort is made to teach boys and girls how to use their hands as well as their heads. It is a well recognized fact that manual training gives valuable mental training. Even if it did not do this, it would no doubt be justified on the basis that it teaches pupils the use of tools. The girls have demonstrated the fact that they are not inferior to the boys in this department. Many excellent pieces of furniture have been turned out by both boys and girls. Special stress is being laid on this kind of work for Spanish-speaking students. It is believed that this kind of work will be very valuable for them, and that they will be able to render greater service to their people as a result of their training in this line.

Household Science and Arts: This department gives girls a very valuable training of the greatest importance in the home. They are taught plain and fancy sewing, mending, patching, darning, and so on.

*A more detailed account of the work of the various departments will be found further on in this catalogue.

Both the useful and ornamental receive attention. Girls are given thorough training in cooking. This work is both theoretical and practical. They not only study the chemistry and composition of foods, make experiments, tests, and so on, but they do practical work in the kitchen which is connected with the institution. They are required to prepare a variety of dishes; in other words it may be said that they are taught to do plain and fancy cooking. Cooking for the sick or the convalescent receives attention, as do methods of serving economy, and skill in general housework.

Art: The value of Art in education is being appreciated now more than ever before. Realizing this, provision has been made for all pupils of the Normal University to have instruction in this line. Only a few, of course, choose to make a specialty of the work and become artists in the real sense, but the opportunity is open to all even in the lower grades to have the culture which this study gives. The work in this department has already attracted considerable attention.

Music: It has been the boast of this institution for years that it has offered high advantages in music. This year we have offered training in piano, guitar, mandolin and voice. There have been chorus classes and glee clubs and also a mandolin club this year which have added much to the pleasure of the students.

There is a training school connected with the institution; an account of this will be given in the latter part of this catalogue.

EQUIPMENT

The New Mexico Normal University occupies a building which is generally considered the most beautiful and commodious building for educational purposes in the Territory and one of the best in the Southwest. It is a four-story structure of brown stone in the Romanesque style of architecture. The building occupies a commanding situation in the center of the city and faces westward with a splendid view across the valley. The building is heated by steam and lighted by electricity and its equipment is modern in every respect. The building contains eleven large class rooms, besides the physical and chemical laboratories, the biological laboratory, the domestic science room, the manual training room, the art room, the assembly hall, the library and the gymnasium and the administrative offices.

The library contains 4,000 bound volumes exclusive of bound magazines, pamphlets and many hundreds of government publications.

The department of education and psychology contain the most important recent works on those subjects. The library also contains a good collection of standard English and American literature. The reading room is supplied with the most important educational magazines as well as a sufficient number of the popular magazines and weeklies and a few dailies.

The laboratories, physical, chemical and biological, occupy ample quarters and are well equipped for the work done in those departments.

The Biological Museum contains a collection of several hundred mounted birds, a large collection of butterflies and moths, a good collection of characteristic fauna of New Mexico carefully mounted, and other illustrative material for both Botany and Zoology.

The manual training rooms contain benches, tools and lathes to accommodate sixteen students at a time. Important additions to the equipment of this department have been made during the past year. Recently the department has received from the E. C. Atkins Company of Indianapolis, Indiana, an exhibit mounted in a heavy oak frame, showing all the successive stages in the manufacture of the finest saws from the rough metal to the finished tools.

The domestic science department will, during the new year, occupy two large rooms, one devoted to sewing and the other devoted to cooking. The department has but recently been established and its equipment is not yet complete. The cooking room, which is an airy, well lighted room, forty feet square, with windows on three sides, contains a large range and equipment for a class of twenty-four.

The Normal University owns the most important and extensive archaeological collection to be found in the Territory. This collection, which includes several hundred specimens of pottery, stone and bone implements and baskets, dating from prehistoric times, was made by President Edgar L. Hewett, the first president of the institution, who is now connected with the Bureau of American Ethnology and director of the work in American Archaeology in the Archaeological Institute of America. The collection illustrates the life and culture of the primitive peoples, the Cliff Dwellers and Cave Dwellers whose ruined dwellings are found in many parts of New Mexico.

The grounds of the Normal University comprise about four acres, situated on the brow of a hill in the central part of the city and one block from the electric car line, and contain an extensive lawn, play grounds and tennis court.

LA CASA DE RAMONA

A dormitory for girls has been erected and equipped and is now ready for occupancy. This building is handsome and commodious and will furnish a delightful home for young ladies. The expense of living in the Dormitory is moderate. Two girls rooming in one room will but charged four dollars per month each, but one girl may occupy a room for five dollars. The board will be four dollars per week for those rooming in the building, and five for all others. Only those connected with the school will have the advantages of the Dormitory. Board may be paid weekly, but must be paid in advance. But room rent must be paid each month in advance.

As this building is erected particularly for girls that do not have homes in Las Vegas, no rooms will be assigned until September, except to those living at a distance.

IT IS IMPORTANT TO REMEMBER THAT LA CASA DE RAMONA IS FULLY EQUIPPED AND YOU ARE NOT REQUIRED TO BRING ANY FURNITURE NOR BEDDING.

AS SOON AS YOU HAVE DECIDED TO ENTER THE NORMAL UNIVERSITY AND THAT YOU WISH A ROOM IN THE DORMITORY, WRITE THE PRESIDENT AND HE WILL FILE YOUR APPLICATION AND ASSIGN YOU A ROOM.

COURSES OF STUDY

The Normal University has but one professional course. The three and the five-year courses are abolished, so that there will be no confusion in the minds of the people about the meaning of graduation at this Normal. It often occurs that a graduate of the three-year course, who is not so well prepared as the graduate from the six-year course, by her quality of unpreparedness cheapens the diploma of the well-prepared. To avoid this difficulty, the three-year course is no longer offered. Since so many high school men have opposed the five-year course, that is also withdrawn.

One who finishes the four-year academic and two-year normal will have all the studies required for a professional life certificate. When the graduate has five years of teaching experience in addition to the Normal University courses, he will be entitled to a life professional certificate.

A teacher who wishes a three or five-year professional certificate can make choice of such subjects as count for said certificates and pursue and obtain credit for the same, provided that he is qualified to pursue the studies required.

COLLEGE ENTRANCE AND NORMAL PREPARATORY COURSE.

First Year

First Term

Latin I
or Spanish I
Algebra I
English I
History I
One elective,
Manual Training
or Domestic
Science (2)

Second Term

Latin II
or Spanish II
Algebra II
English II
History II
One elective,
Manual Training
or Domestic
Science (2)

Third Term

Latin III
or Spanish III
Algebra III
English III
History III
One elective,
Manual Training
or Domestic
Science (2)

Second Year**First Term**

Latin IV
or Spanish IV
English IV
Algebra IV
Physical Geography
I

Second Term

Latin V
or Spanish V
English V
Geometry I
Physical Geography
II (½ term)
Physiology I
(½ term)

Third Term

Latin VI
or Spanish VI
English VI
Geometry II

Physiology II

Third Year**First Term**

Latin VII
or Spanish VII
Geometry III
English VII
Biology I

Second Term

Latin VIII
or Spanish VIII
Geometry IV
English VIII
Biology II

Third Term

Latin IX
or Spanish IX
Geometry V
English IX
Biology III

Fourth Year**First Term**

Required,
American
History I

Second Term

American History II
(½ term)

Third Term

Civics I
(½ term)

Elect Three,
Chemistry I
Physics I
Latin X
English X
English History I
Music
Domestic Science
Art

Civics II

Elect Three,
Chemistry II
Physics II
Latin XI
English XI
English History II
Music
Domestic Science
Art

Civics II

Elect Three,
Chemistry III
Physics III
Latin XII
English XII
English History III
Music
Domestic Science
Art

NORMAL COURSE**First Year****First Term**

Psychology I
Sociology I
Special Methods I
Observation (2)
Grammar Review

Second Term

Psychology II
Economics
Special Methods II
Observation (2)
Grammar Review
(½ term)
Arithmetic Review
(½ term)

Third Term

Psychology III
Ethics
Special Methods III
Observation (3)

Arithmetic Review

Second Year		
First Term	Second Term	Third Term
Principles of Education	Principles of Education ($\frac{1}{2}$ term)	
School Management	School Management ($\frac{1}{2}$ term)	
Practice Teaching	Practice Teaching Drawing ($\frac{1}{2}$ term)	Practice Teaching Drawing
Music (2)	Music (2) History of Education ($\frac{1}{2}$ term)	Music (2) History of Education
Elective	Elective	Elective

In order that the academic or high school students may have a wider freedom of election, the following course was prepared. It was presented to two great universities, which pronounced it of high quality, and have signified their intention of accepting it as meeting the requirements of college entrance, provided that the student have to his credit twelve units of the more difficult studies and three or four of the mechanical subjects.

SCIENTIFIC AND MANUAL COURSES

First Year		
First Term	Second Term	Third Term
Spanish I	Spanish II	Spanish III
Algebra I	Algebra II	Algebra III
English I	English II	English III
Manual Training (10)	Manual Training (10)	Manual Training (10)
or	or	or
Domestic Science (10)	Domestic Science (10)	Domestic Science (10)
Second Year		
First Term	Second Term	Third Term
Spanish IV	Spanish V	Spanish VI
Algebra IV	Geometry I	Geometry II
Physical Geography I	Physical Geography II ($\frac{1}{2}$ term)	
	Physiology I ($\frac{1}{2}$ term)	Physiology II
Mechanical Drawing (10)	Mechanical Drawing (10)	Mechanical Drawing (10)
or Free Hand Drawing (10)	or Free Hand Drawing (10)	or Free Hand Drawing (10)

Third Year**First Term**

Spanish VII
Geometry III
Biology I
Elect One

Second Term

Spanish VIII
Geometry IV
Biology II
Elect One

Third Term

Spanish IX
Geometry V
Biology III
Elect One

Fourth Year**First Term**

American History I

Elect Three,
Stenography I
Bookkeeping I
Chemistry I
Physics I
English History I
Music I
Domestic Science
and Arts
Art I
History IV

Second Term

American History II
($\frac{1}{2}$ term)

Civics I
($\frac{1}{2}$ term)
Elect Three,
Stenography II
Bookkeeping II
Chemistry II
Physics II
English History II
Music II
Domestic Science
and Arts
Art II
History V

Third Term

Civics II

Elect Three,
Stenography III
Bookkeeping III
Chemistry III
Physics III
English History III
Music III
Domestic Science
and Arts
Art III
History VI

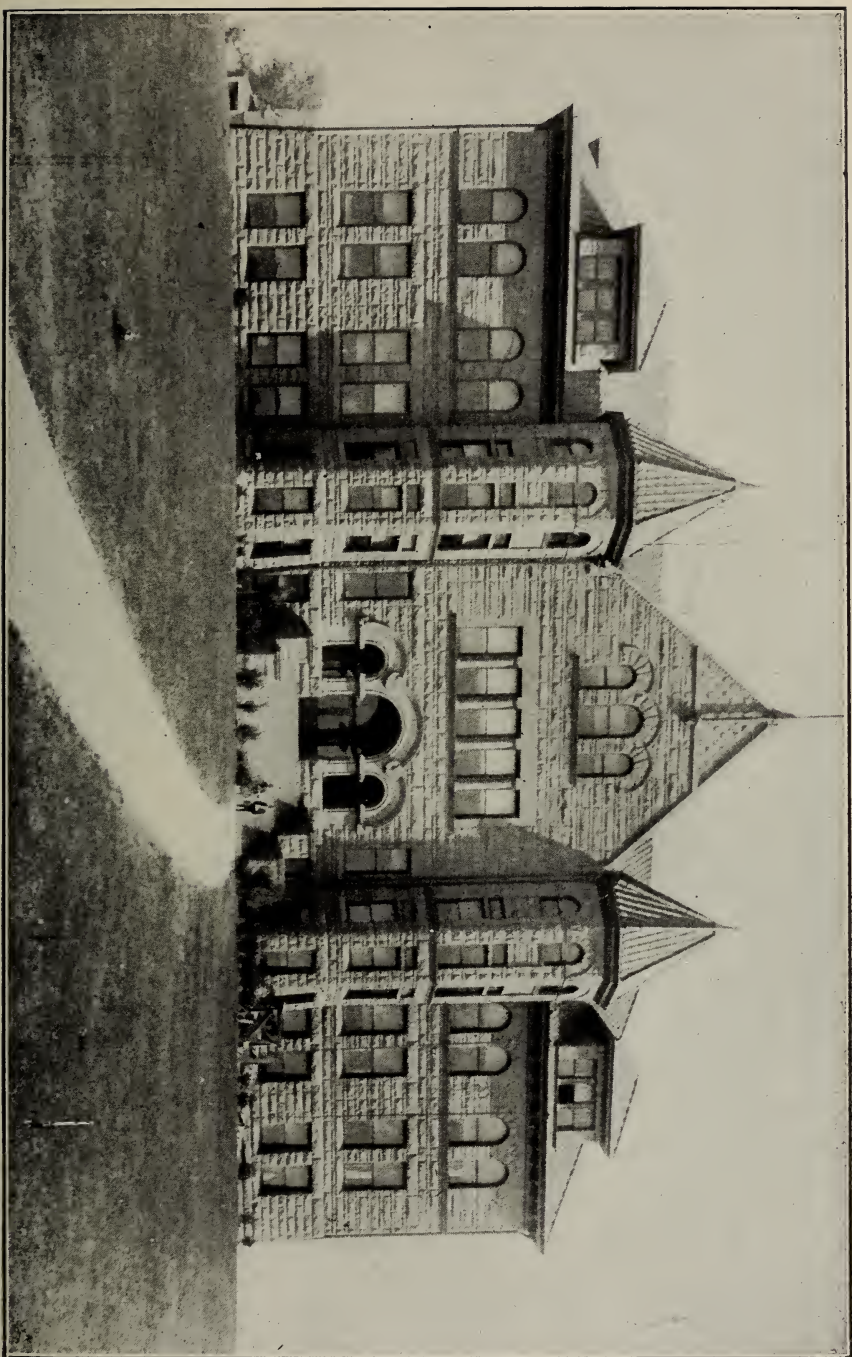
For graduation for either academic course, sixteen units are required. A total of ten hours (two periods a week for one year) of Glee Club Work will be accepted as one unit.

DEGREES.

The New Mexico Normal University confers two degrees, Bachelor of Pedagogy and Master of Pedagogy.

The degree of Bachelor of Pedagogy is conferred upon a student who has completed a full four years' high school course and a two years' normal course. No degree will be conferred upon a graduate who has not earned at this institution four units of credit and has not attended at least sixteen weeks subsequent to February first, 1911.

The Master's degree will be conferred upon holders of the Bachelor's degree, when they have completed four units of work and a residence of sixteen weeks.



NORMAL HALL

Departments of Instruction

ENGLISH.

Four years of work are offered in English Composition, Rhetoric and Literature. The purpose of the work in this department is to enable the student to secure an adequate ability in expression and appreciation. It is assumed that students will have at the beginning of the course a good knowledge of English Grammar such as should be obtained by the completion of the eighth grade. The following are the courses arranged by years:

Literature and Composition—(First Year) Students are expected to have, before entering this course, a good knowledge of English Grammar. A text-book (Lockwood and Emerson) is used. Three periods a week are devoted to the study of English and American classics. As prescribed by the college entrance requirements for 1910-11-12, the books read and studied are: Coleridge's *Ancient Mariner*, Scott's *Lady of the Lake*, Shakespeare's *Merchant of Venice*, and Franklin's *Autobiography*. The authors of these books, the times in which they lived, and the movements which they represent are studied as well as the contents of the books. Two periods a week are devoted to Composition and Rhetoric work.

Literature and Composition—(Second Year) This course is a continuation of the previous course, and as in it, the time is divided into three periods a week of literature, two a week of composition. The text book used is Scott and Denny's *Composition-Literature*. The books read and studied are: Shakespeare's *Julius Caesar*, Scott's *Ivanhoe*, Eliot's *Silas Marner*, Irving's *Sketch Book*, and Tennyson's *Idyls*. The authors, times in which they wrote, etc., are studied, but the real aim is to teach the pupil to appreciate and love the best things that have been written. In this course the art side of literature is brought in as much as possible. Two periods a week are devoted to composition, both oral and written. The ground covered includes exposition and argument, and a careful study of prose and poetry.

History of English Literature—(Third Year) In this course some theme writing is done, but the emphasis of the course is placed upon

the study of literature. The aim of the study is two-fold: To enable the pupil to understand the printed page, and to cultivate his taste for good literature, his appreciation of great thoughts beautifully expressed.

The following works form the basis of the course: Shakespeare's "Macbeth" and "Hamlet," Milton's "L'Allegro," "Il Penseroso," "Comus," and "Lycidas," Carlyle's "Essay on Burns," Chaucer's "Prologue," Ruskin's "Sesame and Lillies." Other classics will be selected according to the needs of the class.

History of American and English Literature.—(Fourth Year). The first semester is devoted to the study of American literature as an art and as an expression of the life of the American people. This historical setting and the life of the author are treated as important factors in the understanding and the appreciation of each work read. The course is devoted almost exclusively to the poets, essayists, and short-story writers of the nineteenth century. During the second semester a similar study of English literature is given.

Among the books used are Brander Matthews' "Introduction to the Study of American Literature," Newcomer's "American Literature," Washington's "Farewell Address," Webster's "First Bunker Hill Oration," and selected essays, tales, short stories, and poems from Emerson, Poe, Hawthorne, and Longfellow, styles from Milton to Tennyson and various English classics.

I

ANCIENT HISTORY.

History, I., II., III.—This course is divided into two parts, each comprising a period of eighteen weeks. The first period is given to the study of the rise and decline of Greece, preceded by a brief history of Egypt and of the ancient nations of the Orient. The second period covers the history of Rome from legendary times through the reign of Charlemagne. Particular attention is paid to the political institutions of the Republic and Empire, to the invasions of the Barbarians and the various causes that undermined the power of the Roman State; also to the influence of Roman upon Modern and Mediaeval History.

II

MEDIAEVAL AND MODERN HISTORY.

History, IV., V., VI.—This course is also divided into two parts, one, however, of twelve weeks' duration, the other of twenty-four.

During the first period Feudalism, the formation and development of nations, the rise of Empire and Papacy, are carefully considered. The second period is given to a general study of European history from the sixteenth century to the present day. Special stress is laid upon the Protestant Reformation, upon the ideals and institutions of the Revolutionary and Napoleonic era that have gained permanence, and also to nineteenth century history of the great nations with particular attention to the political institutions of England and the unification of Germany and Italy.

III

AMERICAN HISTORY.

American History, I., II.—This course takes up the establishment of the original colonies and their political and social development to the time of the Revolution. The War for Independence, with its causes, economic and political, and its events, is taken up. After this, emphasis is laid on the rise of political parties, the expansion and industrial development of the country, the Civil War and reconstruction period down to the present day.

Civil Government, I. and II.—This takes up the machinery and workings of our government in nation, state and municipality.

English History, I., II., III.—The course begins with the early invasions of Britain; it takes up the history of the various kingdoms till their final consolidation. Special stress is laid on the political institutions of the Anglo-Saxons, their industrial development and colonial expansion.

DEPARTMENT OF MATHEMATICS.

This department attempts to inculcate some of the beauty and cultural value of mathematics, and in so doing to humanize the subject. Its very practical side in relation to the arts and sciences is also emphasized.

Algebra, I., II., III.—The first year's work in Algebra includes a careful treatment of elementary topics up to and including simultaneous equations. Hawkes, Luby, Touton's First Course in Algebra is the text used. The aim is facility in Algebraic work.

Algebra, IV.—This work supplements the first year's work in the mastery of ratio and proportion, simple quadratic equations, arithmetical and geometrical progressions, and complex numbers, with graphical representations of sums and differences. As to the use of graphs throughout the course, they are employed by teachers and pupils

whenever a subject may be illuminated by their use, but not to the exclusion of every other device.

Geometry, I., II., III.—To secure original work is the great aim in this course. This is to aid the student in acquiring the habit of independent and accurate thinking. Wentworth-Smith's Plane Geometry is used. Those theorems and constructions that relate to plane rectilinear figures, to circles and the measurement of angles, to polygons, to areas, to regular polygons, and to the measurement of circles are taught. Numerous original exercises are solved, comparatively little time being spent on the propositions. The captivating history of the subject is introduced and the subject is greatly enhanced in the discovery that it possesses a human side.

Geometry, IV., V.—This course is offered to afford those who are preparing for technical courses the opportunity of obtaining the essential requirements. It includes a knowledge of the relation of planes and lines in space, the properties and measurement of prisms, pyramids, cylinders, cones, the sphere and the spherical triangle. The solution of numerous originals and applications to the mensuration of surfaces and solids is required.

DEPARTMENT OF PHYSICS AND CHEMISTRY.

The Physical and Chemical laboratory and classroom is located in a commodious apartment on the fourth floor of Normal Hall. The laboratory, which is well equipped, is provided with water, electricity, gasoline burners and all necessary apparatus for complete courses. An excellent stereopticon and other projection apparatus, and apparatus for optics and photography, including a dark room, are among the materials and equipment of this room.

The students in Chemistry are furnished individual desks and drawers. Many pieces of apparatus are made by the students in the Manual Training department.

PHYSICS.

There is offered one year in Physics which is of such a nature that it may be profitably taken by students having finished an ordinary High School course in Physics. This course is open to third and fourth year students in the Academy and all Normal students. Three forty-five-minute periods per week are spent in recitation and two ninety-five-minute periods in the laboratory.

The order of the subjects is that given in Millikan and Gale's "First Course in Physics," which is used as a text book by the

students, who are given oral and written instructions for laboratory work in addition to the directions of the manual.

Physics, I.—Fall term: Mechanics of solids and fluids, and heat.

Physics, II.—Winter term: Heat, magnetism and electricity.

Physics, III.—Spring term: Wave motion, sound and light

CHEMISTRY.

The one year offered in Elementary Chemistry is open^{*} to all students in the third and fourth Academy and in the Normal. Three periods in recitation and two double periods in laboratory work per week are required. The text used is Godfrey's "Elementary Chemistry." Special attention is given to industrial and household processes, particularly those which apply to Domestic Science and Arts and Manual Training, such as cleaning processes, dyeing, cooking, metal-working and combustion. This course is designed for women as well as for men, and is intended to be of special use in one's everyday life.

Chemistry, I.—Fall term: Oxygen, hydrogen, water, acids, bases, salts, chemical laws, and halogens.

Chemistry, II.—Winter term: Carbon, nitrogen, sulphur and phosphorus, and their compounds; symbols and equations; gas laws, soil, ionic theory, electrolysis and organic chemistry.

Chemistry, III.—Spring term: Fermentation, foods, clothing, heat, light, household processes, the metals and qualitative analysis.

PHYSICAL GEOGRAPHY.

The course in Physical Geography extends over a half-year and is required of all students in their second Academic year. Four recitations, of forty-five minutes each, and one double period of ninety-five minutes each, for laboratory work are required each week. The work offered is essentially that covered in Tarr's, Fairbanks' and Salisbury's High School texts.

Physical Geography, I.—Offered in the Fall term, covers two-thirds of the text used.

Physical Geography, II.—Offered in the first half of the Winter term, is a continuation of Physical Geography I., and completes the subject.

DEPARTMENT OF BIOLOGY.

The Biological laboratory and classroom is located on the third floor of Normal Hall. The laboratory is well equipped, being provided with water, good light, compound and dissecting microscopes, window boxes, aquarium, incubator and laboratory microtome.

Numerous and excellent collections of specimens and a well selected museum are arranged for study.

PHYSIOLOGY.

The course in Physiology follows the Physical Geography which ends the middle of the Winter term, and continues for a half-year.

It is required of all second year Academy students. Four periods are devoted to recitation each week and one double period to laboratory work.

The work offered is of the nature of that covered in Blaisdell's "Life and Health," and Colton's "Experimental and Descriptive Physiology."

Physiology, I.—Offered the last half of the Winter term, and covers one-third of the text used.

Physiology, II.—Offered in the Spring term and completes the subject.

ZOOLOGY.

This course in Zoology is open to all students in the third and fourth year Academy and all Normal students, and is required of all students desiring a teacher's certificate upon graduation.

Three periods per week are spent in recitation and two double periods in the laboratory. The work covered is essentially that given in Colton's "Descriptive Zoology" and in Jordon, Kellogg and Heath's "Animals."

Zoology, I.—Fall Term: Structure, functions and habits of Protozoa, Porifera, Coelenterata and the worms.

Zoology, II.—First half of Winter term: Structure, functions and habits of the Arthropoda, Mollusca and Chordata. Classification of animals.

BOTANY.

This course is a continuation of Zoology, which it immediately follows. It is open to all students in the third and fourth Academy and all Normal students, and is required of those desiring a teacher's certificate upon graduation.

The class and laboratory work is given in Bergen's "Elements of Botany." Three periods a week are spent in recitation and two double periods in laboratory work.

Botany, I.—Last half of Winter term: Seeds, roots and stem; their structure, functions and adaptations.

Botany, II.—Spring term: Leaves, flowers and fruits; their struc-

ture, functions and adaptations. Special attention is given to plant ecology, followed by a study of the lower order of plants. The collection and analysis of an herbarium of ten specimens is required.

LATIN.

The aim of the courses in Latin is to give the student freedom in reading the language, an acquaintance with the more important Roman writers and some knowledge of the life, culture and civilization of ancient Rome. Through the daily drill of translation the student will be given constant training in the use of exact, varied, and idiomatic English. The political and social life of the Romans is kept before the minds of the pupils and by understanding the development and outcome of those tendencies in Roman civilization a clearer and deeper view of the present political and sociological problems of the United States is gained.

Latin, I., II., III.—First year Latin: Text, Collar and Daniel. A thorough drill on pronunciation, forms of the language, working vocabulary and a careful study of the fundamental principles of syntax.

Latin, IV., V., VI.—The student of the second year puts into use the principles learned in the first year. This is the reason for continuing Latin for at least two years. Pearson's "Latin Composition," based on Caesar, with review and advanced work in grammar is used. This work, with the previous training, makes the reading of the first four books of "Caesar" a relatively easy task.

Latin, VII., VIII., IX.—Continued work in Pearson's "Composition," based on Cicero's "Cataline I., II., III., IV., Pompey's "Military Command" and "Archias." Reading of six orations of Cicero and continued study of the grammar.

Latin, X., XI., XII.—The first six books of the "Aeneid" as an introduction to Latin poetry. The poem is studied as a literary masterpiece. Special attention is given to beauty of thought and expression. Practice in scanning and metrical reading is required. Drill in sight reading is given throughout the course.

SPANISH.

Since the close of the Spanish-American War, no other modern tongue occupies a more prominent place in the curriculum of the schools of the country than the Spanish. In the Western States and Territories those students who do not care to study the Latin, seldom, if ever, take up the study of any other foreign language than the Spanish. This is so because of the fact that the Spanish language is

the language of the great majority of the inhabitants of our island possessions, and because of the further fact that the countries to the South of us, to which our surplus population must drift in the future in search of better opportunities for making money, do not speak any other language but the Spanish.

In view of these facts our institution has placed at the head of the Department of Spanish a man who speaks the language as his native tongue, and who, by reason of study and experience, has qualified himself to teach that language successfully.

We offer three years of Spanish. During the first year Warman's First Reader is used, and this, with an elementary course in Grammar, constitutes the first year's work. In the second year De Torno's Grammar is used, much time being devoted to the conjugation of regular verbs, and conversation.

In the third year De Torno's Grammar is finished and much attention is given to the study of irregular verbs, the use of the subjunctive mood, composition and reading.

Books read: "Murielena," "Capitan Veneno" and others.

PROFESSIONAL BRANCHES.

I. **Psychology**—A full year is devoted to the study of Psychology, which is arranged to precede the work in the Principles of Education, to which it is related as a science is related to the corresponding art. The first half of the year is devoted to a general course in the elements of Psychology, which is followed in the second half-year by a course in Child Study.

II. **Principles of Education**—In this course, extending throughout one semester, the pupil will learn to apply to education the principles of psychology. Considerable attention will be given the larger questions of present interest, such as the question of formal training, the question of special moral training in the schools, and the question of social education.

III. **History of Education**.—Those taking this course will be expected to take a general survey of the field, to learn of the epoch-making educational movements, and to become acquainted with the great leaders of educational thought. The stream of influence emanating from these men will be traced through the centuries down to modern times.

IV. **Special Method**.—It is the purpose of this course to present the best modern methods of teaching Arithmetic, Geography, Reading, Language and Spelling which will stand the test of the application of

the principles of education presented in Course II. above. The course extends throughout one year.

V. School Management.—This course is designed to save the pupil from the failures incident to "learning to do by doing." It will certainly be to the advantage of the schools they may later teach if they enter upon their work with a knowledge of the plans and methods that have been tried by others, and have stood the test of the survival of the fittest. Much attention will be given to the heating, lighting and ventilation of school buildings, and to other matters that concern the health of the school children. The pupil will be instructed in regard to the formation of a course of study, the arrangement of a daily program, the value of system, the necessity, purposes, and methods of discipline, the importance of moral training, etc.

VI. Observation and Practical Teaching.—The class in observation will meet two periods each week during the fall and winter terms, but three times per week during the spring term. This work, which will involve observation, recitations, and written reports, will be under the direction of the Supervisor of the Training School and the Critic Teachers of the several grades, Junior year.

Practice teaching will consist of one period each day throughout the Senior year. In practice teaching each student teacher is required to present detailed plans for each day's lesson at the beginning of the week. These plans are gone over with the critic teacher under whom she is working, and any desirable modifications are suggested. At the close of each day's session there is a conference between each critic teacher and the group of student teachers who are working under her direction. The purpose of this work is not merely to give the Normal students practice—for they would get that as soon as they begin to teach schools of their own—but to give them practice under such expert guidance as will enable them to pass from the science of pedagogy to the art of successful teaching with the fewest blunders and the least possible waste of time and energy. Every student who has passed through this course in observation and practice teaching is in an important sense an experienced teacher.

ART DEPARTMENT.

Course I.—Charcoal is the medium used in this course. The work consists in the study of still life, casts and perspective, given in the fourth year Normal Preparatory and second year Scientific. This course occupies a double period.

Course II.—Applied Arts and Design: This course consists in

metal and leather work, stenciling and wood block printing, given in the fourth year Scientific. Two periods.

Course III.—Public School Methods: Medium used is charcoal, pencil and water colors. This course is to prepare teachers, and is given in the second year Normal. Two periods.

VOCAL MUSIC.

The purpose of the course in vocal music is to help the student by means of daily class work to comprehend some of the fundamental laws in music, to enable him to read readily and intelligently some of the less difficult compositions, and to use his voice and breath correctly. For the prospective teacher, the study of the child's voice and its proper use and the learning of many children's songs (which this course includes) will be of great value. There are certain words in music, standard hymns and some of the best writings of the masters in music which are within the average student's ability to comprehend and to perform. This, together with some knowledge of musical history and the development of the art of music, should form a part of every student's general education. The work of the chorus which will meet several times a week is for this purpose and general music culture.

Course I.—Glee Club or Chorus: The work consists in the study and rendering of good musical productions. Attention is paid to tone placing, breath control and enunciation. Given in fourth year Normal, Preparatory and Scientific.

Course II.—Public School Methods: This is given for students who expect to teach. Half the year is devoted to History of Harmony. Given in second year Normal.

INSTRUMENTAL MUSIC.

The department of instrumental music has grown in importance and members and is now a popular department of the Normal. The following statement is a suggestion of the work that will be offered this year:

The Pianoforte Course is designed to equip the student for a career as a soloist or teacher or both.

In order that students may form a comprehensive idea of the literature of the Pianoforte they are required to have studied a repertoire averaging five pieces each by the following composers: Bach, Handel or Scarlotti, Mozart, Haydn or Clementi, Beethoven, Schubert or Weber, Schumann or Mendelssohn, Chopin. Modern Composers: Brahms, Grieg, Tschaikowsky, MacDowell, etc.

Elementary.—Theory and Technical Exercises, for the formation of finger, hand and wrist touch: B. D. Mathew's "Child's First Book," W. S. B. Mathew's "Graded Materials," Grade II. and III., Finger Exercises, Scales, Arpeggios, etc., Sonatinas and pieces by Kuhlau, Kullak, Clementi and Beethoven.

Intermediate.—All forms of Technical Exercises, Scales, Arpeggios, Double Thirds, Sixths, Octaves, Studies by Czerny, Clementi, Heller and Mathew's "Graded Materials," Grades IV., V. and VI. Pieces by Mozart, Haydn, Bach, Schumann, and modern composers.

DEPARTMENT OF ORATORY.

The object of the Department is to train the individual to express the dramatic element that is present in every being. This work makes him conscious of his powers and possibilities and his desire to express them.

The personal and literary culture, aside from the dramatic culture, affords the highest value, not only to those who have a professional end in view, but to men and women who do not intend to make oratory a specialty.

"When a man loves the truth and lives it, and can present it effectively to others, he has received the best possible preparation for the work of life as well as for the work of oratory"

COURSES OF INSTRUCTION.

Oratory.—Public Speaking, Debate, Literary Interpretation, elementary and advanced work in fundamentals of expression.

Voice Training.—Vocal Technique : Special attention given to defects of speech.

Physical Culture.—Emerson System: Dramatic and Platform Art. Shakespeare and poetic drama; practical dramatic training. Full direction of plays, price \$50, which is for twenty-five full rehearsals and personal help upon each character.

Recitals.—Repertoire for public work; reading and impersonation, child impersonation a specialty. Reading engagements accepted. For prices address the University.

A student dramatic club will be organized at the Normal, the membership fee being fifty cents a term. The club will study and give scenes and one-act plays for practice, and present one public performance during the year. Private lessons in recital work, \$1.00. Class instruction in classes of no fewer than five students, fifty cents a lesson for each student.

MANUAL TRAINING.

The work in manual training is given to the boys of the seventh and eighth grades in the Training School. To the students of the Normal and Academic courses, two years' work is offered. If desired, additional work may be taken but no additional credits will be given. The work is as follows:

First Year.—Joinery.—Some previous knowledge of the use and care of tools is assumed. The first half year is given up to making a number of articles which illustrate the construction of the following joints: Butt joint, cross lap joint, mortise and tenon joint, keyed joint, glued joint, dovetailed joint.

Most of these joints are worked out in soft wood. After finishing these the pupil is allowed to design and make some simple article of furniture. Each student must provide himself with a two-foot rule and a note book.

Second Year.—Cabinet Making.—This work will be given only to those who have done satisfactory work in Joinery. Each student will design, and build some article of hard wood furniture. The finishing of the pieces will receive special attention. Some work in carving, turning and hammered metal will be given, but only as a means of decorating the other work.

MECHANICAL DRAWING.

This work will be given to Normal and Academic students and two years' credit will be allowed. Each student must provide himself with drawing set, triangles, scale, ink, erasers, thumb tacks and pencils. Drawing paper, T-square and drawing boards will be furnished by the school.

First Year.—The first semester will be devoted to geometrical constructions, lettering and a few problems in isometric and cabinet projects. The second semester's work will consist of Projections, Conic Sections and Intersection and Development of Surfaces.

Second Year.—During the first semester the student will make working drawings for Manual Training, machine details and some simple machine parts. Special attention will be given to proportion, dimensions and shading. The last half of the year will be spent in drawing, tracing and blue printing the parts of machinery.

HOUSEHOLD ARTS DEPARTMENT.

Household Arts.—Viewed from the practical, economical and cultural aspects, the subject of household arts is liberal, opening up to the

student vast fields for study and experiment. The three fundamental needs of man, through the simplest primitive living up to the complex system of today, have been the supplying of food, shelter and clothing. From this we see that the home is really the center of the activities of life. This is woman's realm. Home-making is followed by a larger number of women than any other profession; yet in this profession the training is most inadequate. It is the aim of this course to give training and instruction that will make a girl capable of running a household on scientific, economic and artistic principles.

Domestic Art.—Seventh grade, two periods per week; eighth grade, three periods per week.

This course includes hand work only. An effort is made to develop an appreciation of the artistic in needlework. All the stitches necessary in plain sewing are given, and many for decorative work. Attention is given to darning and mending. The proper use of tools and carefulness and precision in working are emphasized.

Domestic Art.—This course includes needlework, the use of patterns, simple pattern drafting and garment making and the operation and care of sewing machines and their attachments.

A feature of this course is that of sewing applied to house furnishing, which includes the use of color, textiles and applied design relation to the average house. Furnishings for the house made from textiles are designed and constructed in such a manner that the artistic may be considered with the wise expenditure of small incomes. This is required of all Freshmen in the Scientific and Manual course, and elective for college entrance Seniors and Normal students.

Domestic Art.—This course includes a study of textiles and the four great commercial fibres—silk, wool, cotton and linen—their chief characteristics and uses.

More advanced work is given in pattern drafting. A simple dress of wash material is made. In this course the student is expected to apply directly her knowledge of textiles and the use of patterns. Elective for all Seniors who are prepared to take this course.

Domestic Science.—Freshman year, college entrance course, two periods per week.

This course is a study of the elementary principles of food, in connection with practical lessons in plain cooking.

Domestic Science.—Scientific course, five periods per week.

This course includes the study of foods as to their general composition and nutritive value; the effect of heat upon foods; their preparation, cooking and serving. Typical ways of cooking are

studied, and common processes best suited to the material to be cooked are used. Neatness and definiteness, and the use and care of a simple kitchen equipemnt are a part of every lesson.

Domestic Science.—Senior Scientific course, Senior college entrance course, five periods per week.

This course is built upon the first year five-hour course, giving a broader knowledge of foods. Principles involved in the cooking of foods are taught, with experiments to illustrate them and the study of foods as they are grouped into meals. Menus are made and meals cooked and served, with special reference to simplicity in preparation, daintiness in serving and limited cost. This course is elective in the Senior college entrance course. One of the first year courses is required for entrance to this course.

	President	Dean	Lucero	Hornbein	Baker	Zingg	Lichty	George	Kelly	Van Horne
8:45 9:30		Prin. of Education		English IV	Biol. I	M. T. 7 and 8	Drawing	D. A. 7 and 8	Grammar Review	Latin I
9:35 10:20	American History	Psychol.				Mech. Drawing	Drawing		Algebra I	Study
10:25 11:10	Sociology			English I	Phys's I	Study			Algebra IV	Latin VII
11:15 12:00	} Monday and Friday, Chapel; Tuesday and Thursday, Glee Club; Wednesday, Literary Society									
1:30 2:15		Special Meth.	Spanish III		Chemistry I	M. T.		D. S. I	Study	Latin IV
2:20 3:05			Spanish II	History I		M. T.		D. S. I	Geom'y III	Study
3:10 3:55			Spanish I	History I 2nd Year	Study	School Management			English X	Eng. VII



LA CASA DE RAMONA

The Training School

The New Mexico Normal University gives the children in the training school superior advantages. More than the usual amount of attention will be given to certain matters which are usually much neglected. For instance, regular and systematic work will be done in morals and manners. Kindness to animals will be taught both directly and indirectly through the medium of nature study. It is believed that a boy who makes animals his friends will be a better citizen. They must do nature study at first-hand; furthermore, a school garden in which pupils and teachers are partners largely obviates the necessity for discipline. Much attention will be given to memorizing poems, memory gems, proverbs, etc. Regular work will be done in drawing and the manual arts; there will be blanket weaving and various kinds of construction work involving the use of raphia, clay, paper, scissors, etc.

THE GRADES

As reading is the key that unlocks all other studies, and as it is of transcendent importance in itself, more than the usual amount of time will be given to it in all the grades.

It is important that every one should be able to read aloud intelligibly and intelligently, but it is far more important that one should be trained to love good books. The love of good literature means far more for character training than the most skillful reading aloud can possibly mean. Therefore, while we shall endeavor not to emphasize the latter less, we shall hope to emphasize the former more than it is usually emphasized.

In teaching beginners, the method used will be eclectic. We shall adopt the best found in the various systems. The sentence method is believed to be best to cultivate good expression in reading, but the word method is used in connection with it in order to secure rapid progress. Hence sooner or later the word must be seen as a combination of letters. In this connection phonograms are used to great advantage, as they introduce one to whole families of words at once.

While emphasizing expression, the main purpose is to make pupils independent and self-reliant as soon as possible. Experience has shown that even pupils who are not exceptionally brilliant can read from ten to fifteen books the first year, and from twenty to thirty the second, a greater number than pupils formerly read in all the grades together. This large amount of reading may reasonably be expected to give a greater amount of training, a greater fund of information, and consequently wider interests, which may be made to serve as a basis of future work.

While careful attention will be given to training the children in reading aloud, giving good expression, and observing all the requirements of good reading, we believe, as stated before, that it is far more important to cultivate in the pupil a love of reading; it will mean much more to him in after life; it will make a liberal education possible even though his school life may be cut short, whereas the most skillful reader-aloud who does not love good literature has the main avenue to enjoyment and to culture closed to him. Therefore we shall try to help our pupils to form the reading habit. As a means toward this end a large number of books will be given each grade, some to be used in class as supplementary reading and some to be read outside. These lists will be found in the outline of work for the separate grades.

Course of Study

FIRST GRADE.

Reading.—Aldine chart, primer and first reader, Art Literature primer and first reader, Cyr's First Reader, Wide-Awake primer, Sun Bonnet Babies, Overall Boys.

The work in phonetics begins immediately and continues throughout the year. The children learn the sounds of all the consonants and combinations of consonants, the simple vowel sounds and also the phonograms oy, ight, ick, etc. At first the work is largely in the form of games, but gradually the knowledge thus gained is brought into working use in reading.

English.—English will be closely correlated with reading; the best preparation for reading is an exercise in language work. Furthermore, the reading lesson will give excellent material for language work. There will be oral reproduction of nature stories, folk stories, fairy stories and fables. There will be conversation on nature study pictures, on the pupils' playthings, pets, companions, etc. The simpler rules of punctuation are taught, including some of the uses of capitals, the use of the possessive, etc. Written work is begun. Work is based on Cooley Manual Book I., and Primary Plan Book. Poems to be memorized: Study of Robert Louis Stevenson's poems is begun in this grade. Nature study is given in this connection.

Numbers.—Based on Natural Number Primer. Idea of number has been developed by actual work in measuring and such things as the needs of the children give occasion for.

Nature Study.—Observation of insects brought into the class room, or seed sown in boxes in the winter, and in the school garden in the spring, a cultivation of the love of flowers, nature stories, etc.

Drawing and Manual Arts.—Color and form study combined in familiar spherical objects, memory drawing, observation and constructive work, type solids, special days observed, simple designs, picture books made.

Spelling.—It is our aim to make good spellers of our pupils. In the lower grades the spelling work will be based wholly on the other

work in order to teach pupils the words they actually use. In the higher grades words which the pupils are likely to need will be added to those they actually meet with in their various studies and will be spelled and used in sentences to show a correct understanding of their meaning.

Gymnastics and Games.—Marching, running, body movements and breathing, jumping and games; games of sense, imitation, variety of motion and games involving all the players. Lessons in rhythm.

SECOND GRADE.

Reading.—Art Literature Reader II., Aldine Reader II., Cyr's Reader I. and II., Hiawatha Primer, Bow-Wow and Mew-Mew.

Language.—Based on that in the first grade, but more advanced, more written work, more dramatization, additional rules of punctuation, use of capitals, etc. Continuation of study of Robert Louis Stevenson's poems, also of Henry W. Longfellow.

Numbers.—Based on work in first grade, larger numbers introduced, more difficult combinations, continued drill on tables. More concrete work, and some abstract work.

Nature Study.—Similar to that of first grade, with a more extended study of the environment, plants, animals, weather.

Drawing and Manual Arts.—Color study use of tints and shades, animal and figure study from life; border and pattern work; construction work to correlate with language work; furnishing of play-house.

Gymnastics and Games.—Begin formal work in marching and running. Continue sense games. Begin games of exactness of motion. Rhythm; and fancy steps.

THIRD GRADE.

English.—Based on the Cooley Manual, Book II., and the Intermediate Plan Book. The work is divided into conversation lessons, picture study, stories, poems and language construction.

Arithmetic.—Based on the adopted text and following up the work done in the preceding grades, careful attention to accurate statements, correct analysis, good form, and neatness.

Nature.—In addition to the kind of work done in preceding grades, books on animals and plants will be read.

Reading.—(1) Oral Reading—The adopted books, Art Literature III., Cyr's Third Reader. (2) Silent reading for study in science, history, Geography and Literature,—The Little Cousin Series (Wade).

Among the Night People (Pierson). Sea Stories for Wonder Eyes (Hardy). Stories of Ancient Greeks (Shaw). Old Greek Stories (Baldwin). In Story-land (Harrison). A Child's Garden of Verse (Steven-son.)

Spelling.—See first grade.

Drawing and Manual Arts.—Continue color study, draw animals and figure study from life, simple designs from nature, use in border and surface patterns, construction work, holiday observed, playhouse furnished.

Geography.—Geography in the third grade and those below it will be taught mainly in connection with the nature study work, and will be oral. Excursions will be made for the purpose of observing interesting features of the environment. Trades and occupations will be considered. Food products, clothing, their manufacture, etc., will be dwelt upon. Local geography occupies the last month of the year.

FOURTH GRADE.

Reading—(1) Oral—Adopted books, Art Literature IV., Friends and Helpers, Cyr's Fourth Reader, (2) Reading for study in science, history, geography and literature,—Stories of Starland, (Proctor), Tales of a Poultry Farm, (Pierson). Discoverer's and Explorers, (Shaw). Greek History Stories, (Diman). Little Folks of Many Lands, (Chance). A Boy of a Thousand Years Ago, (Comstock). Stories of Ancient Peoples, (Arnold). When the World Was Young, (Brown). Favorite Authors, (Humphrey). Prose and Verse for Children, (Pyle.)

English.—More advanced than in third grade, more written work, more emphasis not only on correctness, but on good form in expressing thoughts, and on neatness in all written work. Text, "Language Through Nature, Literature and Art."

Arithmetic.—More emphasis will be placed on arithmetic here than in the grades below. Increasing familiarity with the fundamental operations, the common combinations, will be required. Work with areas will be begun, and more difficult fractions than those introduced in the lower grades will be taught.

Spelling.—See first grade.

Nature Study.—Much of the nature study work in this and the higher grades will be done in the school garden. Observation of the habits of domestic and wild animals will be encouraged. The instincts of birds as shown in their nesting, and in their migration will be watched. Books like Black Beauty, Rab and His Friends, Beautiful Joe, The Strike at Shanes, etc., will be read by all the grades old

enough to appreciate them; in fact everything possible will be done to cultivate the powers of observation, a legitimate curiosity, a love of nature, kindness to animals and a general sympathetic attitude toward everything and everybody.

Geography.—A text-book (the one adopted) will be taken as the basis of work in geography in this and all the following grades. Emphasis will be placed on those things that have to do with life, that affect man, rather than on the more mechanical feature, such as memorizing the names of Capes, Bays, etc., etc.

Drawing and Manual Arts.—Measurements and planning, drawings, shaded, color harmony, card-board construction, pen and ink drawing, drill in design.

FIFTH GRADE.

Arithmetic.—Walsh's Grammar School Arithmetic I., and Smith's Intermediate Arithmetic.

Geography.—Completion of Redway and Hinman, supplemented by Carpenter's Geographical Readers.

History.—In addition to stories of prominent inventors, naval heroes, philanthropists, statesmen, orators, pioneers, etc., complete reading of Montgomery's Beginners' History and McMaster's Primary History of U. S.

Reading.—The adopted books, Arabian Nights, Boy's King Arthur, Black Beauty, Greek Gods, Heroes and Men, Gulliver's Travels, Hiawatha, King of the Golden River, Open Sesame II., Robinson Crusoe, Secret of the Woods, Squirrels and Other Fur Bearers, Tales from English History, Tanglewood Tales, The Story of Troy, The Strike at Shanes, The Ways of the Wood Folk, Ulysses Among the Phoenicians.

Language.—The adopted book is used in this grade, but is supplemented by much outside work. Stories of famous men,—poets, painters, inventors, etc., are read and reproduced. Careful written work is required.

SIXTH GRADE.

Arithmetic.—Complete the Walsh's Grammar School Arithmetic, Book I., and supplement the work by the use of Smith's Intermediate Arithmetic, and Language complete, Woodley's Foundations in English, Book I. Extend and intensify the topics in this text by the use of simple technical phases of grammar, such as parts of speech, kinds of sentences, parts of sentences, modifiers, punctuation, capitalization.

Much time will be given to correct oral and written composition, paragraphing and intensive study of memory gems.

Reading.—Norse Stories, Legends, Stories of Greece, Rome, Middle Ages, Man Without a Country, Fanciful Tales, Odyssey, Adventures of Robin Hood, King Arthur and His Knights, Heroes of the Middle West, Heroes and Martyrs of Invention, Boyhood in Norway, Greek Heroes, etc., Uncle Remus, The Tar Baby, Nights With Uncle Remus, Alice's Adventures in Wonderland, Story of Selgfleid, Story of the Golden Age, Legends of Charlemagne, Age of Fable, Age of Chivalry, Song of Kolano, Wonder Tales from Wagner, etc.

Geography.—Complete: Redway and Hinman's Introductory Geography, Dodge's Elementary Geography. Emphasize economical, commercial, industrial aspects of countries. Study influences of winds, currents, topography of country on human activities. Study the people of different countries.

History.—In addition to the list mentioned in former Course of Study, complete Montgomery's Elementary History of United States.

Spelling.—Same as fifth.

Nature Study.—The pupils study birds, their migration, the courses and routes thereof, and their relation to man, and insect and plant life. The fly, the mosquito, moth, bee and butterfly are studied as types of insects. Particular attention is paid to beneficial and injurious insects.

Spelling.—Exercises are given in written and oral spelling and the most simple and necessary rules of spelling are taught.

SEVENTH GRADE.

Reading.—The adopted books, Alhambra, A Bunch of Herbs, (Burroughs), Enoch Arden, Evangeline, Last of the Mohicans, Natural History of Selborne, Poems of Emerson (for children), Tales of a Grandfather, The Two Great Retreats, Tom Brown's School Days, Vicar of Wakefield, Washington's Rules of Conduct.

Arithmetic.—Review of decimals; percentage and its applications; insurance, taxes, profit and loss, simple interest; problems of actual business transactions solved with exactness and rapidity.

Manual Training.—Two periods per week.

Domestic Art.—Two periods per week.

Geography.—Review of physical conditions which affect life; careful study of North America, the United States, and its possessions, Canada, Central America, and the West Indies.

Grammar, Language, Composition.—Review simple sentences, ele-

ments and modifiers; classify phrases and clauses; inflection of parts of speech; syntax; analysis and synthesis of phrases, clauses and sentences; further study of punctuation, abbreviations, etc.; oral and written description, characterization based on the pupil's reading, experience, and knowledge.

History.—Study of American Indians; discovery and exploration; early activity due to commercial enterprise; settlement; French and Indian wars; development of the colonies; revolution, confederation, constitution.

Physiology and Hygiene.—Practical rules of hygiene are taught even in the lower grades; in this grade a text book will be used but the emphasis will be put upon those things that most directly concern health.

Drawing and Manual Arts.—Drawing in shade and shadow; perspective work; paintings completed with background. Constructive work in manual training department.

EIGHTH GRADE.

Reading.—The adopted books, Bunker Hill Oration, Franklin's Autobiography, Deserted Village, House of Seven Gables, J. Bird Land, News From the Birds, Plutarch's Lives, Poetry of American Patriotism, Star Land, The Great Debate, The Old Manse, The Footpath Way, The Succession of Forest Trees.

Arithmetic.—Stocks and bonds; simple ratio and proportion; measurements; square root and cube root; longitude and time; metric system.

Geography.—Study of South America, Africa and Australia with emphasis on commercial relations with the United States.

Grammar, Composition, Language.—General review of the parts of speech; complex and compound sentences; thorough drill in punctuation, capitalization, abbreviations; continued study of roots, prefixes, suffixes, synonyms, homonyms and antonyms; oral and written descriptions, narrations, and expositions; appreciative readings of short stories and poems.

History.—Brief review of the confederation and constitution; organization of the government; growth under constitution; civil war; national life; leaders in literature, science and philanthropy; actual government of the territory in which we live.

Manual Training.—Three periods per week, for boys.

Domestic Art.—Three periods per week, for girls.

Spelling.—See first grade.

Physiology and Hygiene.—In this grade a more thorough knowledge of the facts of physiology, and further instruction in regard to the practical rules of hygiene will be given.

MANUAL TRAINING FOR SEVENTH AND EIGHTH GRADES.

Simple articles in thin wood, such as will give practice in using all the tools, are first given as problems. Then as the ability of the pupil is developed, tasks requiring greater skill are given. The pupils are required to make sketches or working drawings of all articles they construct. The older pupils in the Eighth grade can frequently do the same work that is done in the first year of the academic course.

Summer School

A summer session of eight weeks is held each year beginning on the Tuesday following commencement.

The work in the summer school will be of such a nature as to meet the needs of teachers, yet will be so presented that credit may be given those who do satisfactory work.

The attention of all persons who are now teaching or who expect to teach in the territory of New Mexico is called to the following territorial law:

"It shall be compulsory upon all persons who expect to teach in any school district, independent district, or incorporated town, or village, to attend the county institute or summer school approved by the Superintendent of Public Instruction held within the year."

ATTENDANCE AT THE SUMMER SCHOOL OF NEW MEXICO NORMAL UNIVERSITY IS ACCEPTED AS FULFILLMENT OF THE ABOVE LEGAL REQUIREMENT, AND THOSE WHO ATTEND THE SUMMER SCHOOL NEED NOT ATTEND THE COUNTY INSTITUTE IN THE SAME YEAR. THIS APPLIES TO PERSONS FROM ALL COUNTIES OF THE TERRITORY.

The railroad fare in excess of \$3 each way will be paid by the institution for all who expect to teach and who attend the entire session of the Summer School. The student should get a receipt when he buys his ticket.

At the close of the summer session examinations are held under the direction of the Territorial Board of Education for the granting of teachers' certificates. Credits gained by continuous attendance through the summer session and satisfactory work, are accepted in place of examination in these subjects.

The attendance at the summer school includes a large number of the best and most intelligent teachers of the territory, and teachers who wish to spend two months in study may be assured of congenial and helpful associations as well as the use of all the facilities of a well equipped school.

The announcement regarding the Summer School for 1912 will be published in January, 1912, and will be sent to anyone on request.

Certificates

Persons wishing county or professional certificates should attend the Normal University, for special attention is paid to the subjects required by the State Board of Education. Your attention is called to these two rules:

County Certificates

"On motion, the Superintendent of Public Instruction was authorized to accept satisfactory standing from the Territorial Normal Summer Schools, not to exceed four branches pursued at any one time required for any form of county certificate, providing such standings are secured as a result of pursuing course for at least eight weeks in each subject."

Professional Certificates

"That credits not to exceed two units for work done in the summer terms of the Normal Schools of the territory shall be accepted by the Territorial Board of Education for professional certificates with the same value as is given such credits toward graduation in said institutions, provided said credits shall be earned by an attendance of not less than eight consecutive weeks."

The New Mexico Normal University arranges its courses in harmony with the requirements of the State Board of Education.

EXPENSES.

The New Mexico Normal University is maintained almost entirely by funds appropriated by the territorial legislature. No tuition is charged for those doing strictly normal school work, but a slight charge is made to include book rent, library fee, domestic science fee, etc. Those who are not doing strictly normal school work are charged a nominal tuition fee in addition to book rent and other fees. In the table below the total charge per term for each department is given.

The change from a semester to a term schedule, makes imperative a readjustment of the tuition fees. The fact that fees may be paid three times a year instead of twice a year, makes it easier for the student to meet his obligations. That the student may be encouraged to pay promptly, a discount that approximates ten per cent, will be given on all regular tuitions and fees for full term paid in full on the day of registration.

The regular tuition and fees for one term will be as follows:

Normal	\$3.75
Academic Course	9.25
Seventh and Eighth Grades	3.75
Fifth and Sixth Grades	3.15
Third and Fourth Grades	2.75
First and Second Grades	2.40

In case the student pays in advance as specified above, the tuition and fees will be as follows:

Normal	\$3.40
Academic	8.20
Seventh and Eighth Grades	3.40
Fifth and Sixth Grades	2.80
Third and Fourth Grades	2.50
First and Second Grades	2.10

There is a special fee of fifty cents a term for the use of chemicals and a deposit of one dollar to cover breakage, required of all students taking Chemistry. An additional fee of twenty-five cents a term is required of students taking Biology or Physics.

TEXT BOOKS.

All text-books used in all courses except stenography, are provided by the institution, for a rental fee included in the charges given in the above table. This makes it possible for students to make use of a

much larger number of books, and at the same time it saves them a great deal of expense. To insure the careful handling and the safe return of the books, a deposit is required of each pupil as follows: \$2.00 for the Normal and Academic departments, and \$1.00 for every other department. This deposit is refunded when the books are returned in good condition. Books that are abused beyond the necessary wear and tear must be paid for by the pupils responsible for such abuse. Book deposit must be made before books will be issued.

SHORTHAND AND TYPEWRITING.

A full year's course is offered in shorthand and typewriting. The Pernin system of shorthand and the Van Sant system of touch typewriting are taught. One period daily is devoted to instruction in shorthand and typewriting and it is expected that students who take this work will devote at least one hour a day to the study and practice of shorthand outside of class, and one hour a day to practice on the typewriter. It is therefore desirable that students who take this work shall carry not more than two or at the most three studies in addition to it. It is essential that those who expect to make a success of stenography shall have as a foundation a thorough English education. A good knowledge of English grammar and orthography is therefore necessary before this work can be taken up. It is further desirable that special students who take stenography, shall also carry one full course in English throughout the year.

For students who come with proper preparation and are willing to devote a reasonable amount of time to the work, it is possible to obtain a complete knowledge of this system of shorthand within one year, and to gain such speed in the use of it as will qualify the students to accept a position as stenographer. It is above all, necessary that students who expect to take this course shall begin it promptly at the opening of the session, as it is practically impossible to catch up with the class after the work of the first week or two has been past.

The tuition for the course in shorthand and typewriting is \$12.50 per term in addition to whatever tuition and other fees the student may pay in other departments. This includes the use of typewriter one hour a day for practice. The text-books in this department are not furnished by the institution, but must be purchased by the student. Tuition subject to ten per cent discount if paid on Registration Day.

Prizes Awarded, 1910-1911

The President's Prize.—The President will give a chocolate pot and cups to the girl in the course in cooking and serving, that conceives, prepares and serves the best luncheon for four people at a total expense that does not exceed \$1.00.

The Murphey Prize.—Mr. E. G. Murphey, the druggist, will give a handsome set of Shakesepare's works to the student winning the local preliminary oratorical contest.

The Brown Prize.—Mr. Millard W. Brown offers a gold medal to the best basketball player of the girls' team.

The Hedgcock Prize.—Mr. C. V. Hergcock will present a pair of shoes to the student of the Eighth Grade that has the highest general average in scholarship for the year. To obtain this prize the pupil must have high standing in conduct.

The Ilfeld Prize.—Mr. Charles Ilfeld will give a set of the works of Robert Louis Stevenson to the best debater in the school.

The Cully Prize.—Mr. John H. Cully will present a handsome volume to the student that writes and reads the best essay.

The Duncan Prize.—Mr. J. S. Duncan offers a prize for the best reader in the school.

The three foregoing prizes will be contested for at a public meeting to be held in March.

The Fitzsimmons Prize.—Mr. George Fitzsimmons will present an Association gold watch fob and pin to the Normal or Academic boy, a member of the Y. M. C. A., that has the highest average standing in his studies. Mr. Fitzsimmons reserves the right to withdraw or change his prize.

The Padgett Prize.—Mr. M. M. Padgett, editor of the Las Vegas Optic, offers a silver loving cup as a prize for the best English essay produced during the year. The contest is open to students of the Normal and Academic departments and the essays must be chosen from the regular class work in English.

The Lucero Prize.—Professor Lucero will give to the Spanish speaking student, who writes the best English essay, a gold medal.

The Pierce Prize.—Mr. F. H. Pierce offers a prize for the best basketball player of the school.

The Taupert Prize.—Robert Tauvert offers a silver loving cup to the student of the Latin department who does the best work throughout the year.

The Smith Prize.—Miss Smith offers a cash prize for work in the

Stenographic department, as follows: Ten dollars in gold for the best transcription of an article containing one thousand words, dictated in not more than fifteen minutes, technically correct as to shorthand and submitted in creditable typewritten form.

No student is eligible to any of these prizes unless he has been in attendance throughout the entire portion of the year that precedes the granting of the same, and unless his deportment averages 85 per cent. or over.

Pupils Enrolled During the Year

FIRST GRADE.

Appel, Ronald
Chambers, Della
Condon, Josephine
Craven, Eugene
Davis, Stephen
Fitch, Margaret
Hilgers, Herbert
Hoskins, Florence
Lewis, Nathan
Long, Alice
Ortiz, Maria
Ortiz, Pedro
Owen, Keith
Sherbon, Frank
Spiess, Waldo
Stern, Oscar
Stewart, Malcolm
Witten, Bernice

SECOND GRADE.

Fest, Lawrence
Goldsmith, Abe
Hayden, Osborne
Herrera, Lorenzo
Johnson, Katherine
McMillan, Jennings
Moen, Bert
Newlee, Clara
Owen, Loyd
Powers, Ruth
Rankin, Laura
Raynolds, Edward
Raynolds, Ruth
Sanchez, Alfonso
Sanchez, Pablita
Stern, Arthur
Ward, Winona
Williams, Harold

THIRD GRADE.

Appel, Alvin
Baca, Jose
Boucher, Roy
Carroon, Dorothea
Coors, Lawrence
Danziger, Ethel
Elsworth, Lorraine
Gohlke, Herman
Goldstein, Ethel
Ilfeld, Carl
Kauffman, Juliette
Marselle, Gretchen

FOURTH GRADE

Condon, Nellie
Cordoba, Louis
Craven, Marguerite
Elsworth, Rodney
Forgy, Edith
Herrera, Marcelino
Johnson, Marshall
Lujan, Louis
Moore, Susie
Nagle, Orville
Noyes, Ritchie
Pacheco, Emilio



Crowning the May Queen

Mueller, Nelson
Raynolds, Richard
Rosenwald, Theodore
Spiess, Herman
Thornhill, Elizabeth

Powers, Robert
Sanchez, Onecimo
Simpkins, Leola
Smith, Hazel
Ward, Katherine
Zingg, Ruth

FIFTH GRADE

Archibald, Caldwell
Alire, Juan
Arellano, Juan
Baca, Emilie
Chambers, Neva
Condon, Luella
Goke, Willie
Harper, Ida
Ilfeld, Max
Langston, Lena
Lopez, Ignacio
Lucero, Aniceta
Montoya, Louis
Moore, Frederick
Otero, Mariano
Sanchez, Antonia
Sanchez, Vidal
Stowell, Harold
Strickfaden, Bennie
Summerlin, Audrey
Rainey, Bertha
Trujilla, Canuto
Wilson, Grace

SIXTH GRADE

Acosta, Telesforo
Baker, Florence
Esquibel, Louis
Fest, Francis
Graubarth, Julian
Hays, Mercedes
Lopez, Agnes
Lujan, Alicia
Mair, Christine
Marselle, Paul
Moen, Clara
Moen, Oscar
Mortimore, Presentacion
Pepperd, Essie
Selsor, Edith
Selsor, James
Sena, Emilie
Spiess, Carlos

SEVENTH GRADE

Arellano, Juan
Brown, Ruth
Buck, Henrietta
Chavez, Beltran
Comstock, Charles
Condon, Rose
Coulson, Phrana
Craven, Alta

EIGHTH GRADE.

Armijo, Leopoldo
Baca, Charles C. de
Condon, Frank
Cousins, Marguerite
Everett, Adah
Frederick, Frank
Gallegos, Edmundo
Graubarth, Mary

Crocker, Ruth
Forbes, De Witt
Herrera, Herman
Kelly, Virginia
Lewis, Simon
Linberg, Russell
Lopez, Antonio
Lowry, Mary
Lucero, Isador
Madrid, Inez
Maloof, Joseph
Martin, Beatrice
Martinez, James
O'Brien, Lovita
Pena, Rafael
Rhodes, Vernese
Romero, Mary
Romero, Jose
Saenz, Enrique
Sanchez, Carlos
Sanchez, Eulogio
Shearer, Arolvi
Standish, Beatrice
Wilson, Ethel

ACADEMY I.

Anderson, Grace
Bentley, Edna
Bentley, Grace
Bentley, Thomas
Boggs, Rilla M.
Bradley, Charles
Brady, Clarice
Chavez, Gavina
Duren, Hattie
Harper, Maureen
Hern, Annie
Hixenbaugh, Lola
Larrazolo, O. A. Jr.
Lowry, Lorraine
Michael, Carolyn
Pochel, Sylvia

Hall, Boyd
Harberg, Caroline
Harper, Ethel
Jaramillo, Louise
Maloof, Joseph
Moore, Sketchley
Murphy, Earle
Noyes, Helen
Powers, Mary
Roberts, Frank
Romero, Mary
Solano, Florencio
Spiess, Jeannette
Trujillo, Henrietta
Trujillo, Ramon
Reed, John

ACADEMY II.

Arellano, Deluvina
Barker, S. Omar
Clement, Lucy
Clement, Marie
de Baca, Fabiola C.
Elliott, Grace
Ellis, Carl
Floyd, Lucy
Gallegos, Solomon
Gerard, Edna
Gerard, Hazel
Hays, Mary
Hoskins, Leonard
Jaramillo, Pauline
Kilgore, Abbie
Koogler, Clare

Sanchez, Stephen
Sena, Edmundo
Silva, Mela
Skinner, Theodore
Thornhill, Joseph
Ward, Edward

Lucero, Antonio, Jr.
McCullough, Lee
Peterson Howard
Pochel, Mina
Rosenthal, Aileen
Sanchez, Manuel A.
Sanchez, Philip N.
Stewart, Harold
Trujillo, Alfonso J.

ACADEMY III.

Comstock, Arthur
Culley, Matthew
Ehrich, Tillie
Hammond, Almira
Hedgcock, Vivian
Johnson, Lorna
Lucero, Alfred
Lucero, Enriqueta
Tooker, Sadie
Trahey, Louise

ACADEMY IV.

Carlson, Alida
Lucero, Aurora
Powers, Joshua
Vollmer, Sylvia

NORMAL I.

Bruce, Anna
Hansen, Mary
Hill, Margaret
Murphy, Frances
Murphy, Louise
Powers, Rosalie
Schlott, Merle
Tamme, Emma
Ward, Jeannette

NORMAL II.

Anderson, Nora Elizabeth
Ellison, Nellie Eunice
Goin, Anna Maybelle
Lowry, Frances Louise
McMahan, Anna Margaret
Murray, Cornelia Kimball
Paine, Daisy
Papen, Helen
Trahey, Nora Frances
Young, Ella Josephine

COMMERCIAL DEPT.

Blood, Orrin
Cline, Grace
Duncan, Gordon
Fugate, William
Hammond, Almira
Herrera, Herman

Laird, Mabel
Rathburn, Vera C.
Richley, Jeannette
Rogers, Elizabeth
Sanchez, Philip
Schoeny, Paul

Ireland, Grace
 Kastler, Bernard
 Koogler, John C.
 Kreuger, Minnie

Thornhill, Caroline
 White, Grace
 Woods, Josephine

SPECIAL STUDENTS

Bentley, Betty
 England, Emma

Krause, Rose
 Stern, Morton

PIANO AND MANDOLIN DEPARTMENT.

Hixenbaugh, Lola
 Johnson, Lorna
 Baca, Emily
 Ward, Katherine
 Chambers, Neva
 Lowry, Lorraine
 Lowry, Mary
 Cousins, Marguerite
 Martine, Beatrice
 Moen, Clara
 Lucero, Delia
 Lucero, Edlia
 Forgy, Edith

Condon, Edith
 Condon, Rose
 Condon, Luella
 Harper, Maureen
 Harper, Ethel
 Harper, Ida
 Rose, Veneta
 Myers, Lucy
 Lewis, Velma
 Lowry, Louise
 Ward, Lena
 Johnson, Katherine
 Johnson, Marshall

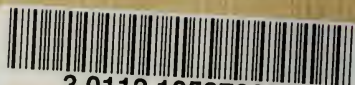
PUPILS ON THE MANDOLIN.

Sporleder, Louise
 Hedgcock, Vivian

Lamb, Mary Adaline
 Creswick, Harry

SUMMARY OF ENROLLMENT

Regular Academic.....	61
Regular Normal	19
Training School	165
Special Students	19
Summer School (1910)	69
Music	28
Stenography	19
Total	380
Names Repeated	30
Net Total	350



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